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September 10, 2012

CBSE 7201T

**Reflection # 1** **Please access the School of Education’s Conceptual Framework ideals at** [**http://schooled.brooklyn.cuny.edu/IR-CF.htm**](http://schooled.brooklyn.cuny.edu/IR-CF.htm) **. How do the ideals of social justice, collaboration, critical self-evaluation and diversity align with our course objectives and outcomes, and pertain to us in our role as pedagogues? Please post your reflection on wikispaces before midnight Class #3 (9/11).**

The School of Education at Brooklyn College’s Conceptual Framework ideals are as follows: diversity, collaboration, social justice, and critical self-reflection and reflective practice. Each of these ideals aligns with the objectives of our research course, as well as pertains to us in our roles as pedagogues.

Diversity, according to the Brooklyn College School of Education’s website, was chosen as an ideal to “underline the specific commitments to understanding and valuing human differences”. To me, as a teacher, diversity means teaching and guiding students from many different cultural backgrounds, religions, races, and social classes. Within a diverse population of students, I have an opportunity to instill an appreciation and respect of others to my students.

The course objective that states the teacher-researcher will “demonstrate an understanding of Action Research and how Action Research is used in education” aligns with the conceptual framework ideal of diversity. According to Stephen M. Corey, “Action Research” in education is defined as research undertaken by practitioners so that they may improve their practices. Teachers and administrators use the scientific method to try to solve current educational issues. When conducting action research, the teacher-researcher must try to solve current educational issues for a diverse population of students. The outcomes of action research must help all students, from various cultural backgrounds, religions, races, and social classes.

Collaboration, according to the Brooklyn College School of Education’s website, was chosen as an ideal to “underline the specific commitments to working collectively with others”. To me, as a teacher, collaboration means helping students learn how to work together in a group in order to develop communication skills and share ideas with one another. Learning how to effectively collaborate with others is an important ideal to pass on to our students.

In our research course, collaboration aligns with the course objective that states the teacher-researcher will “select a research topic that is relevant, is researchable and measurable, and has specific interest to each teacher-researcher”. As each member of our class chooses a research topic, we will collaborate on methods and ideas that will further our work. When we present our midterm presentations, members of our class will have an opportunity to help one another with specific feedback on our research topics.

Social justice, according to the Brooklyn College School of Education’s website, was chosen as an ideal to “create understanding and develop teachers who will strive to end social injustice”. To me, as a teacher, advocating social justice to my students should be an absolute requirement of my role as a teacher. As a teacher, social justice means educating my students on the importance of moral integrity and mutual respect of one another. Equality and understanding are building blocks to ending social injustice, such as racism.

In our research course, social justice aligns with our goals as action researchers and teachers. By conducting action research, we are trying to further improve educational practices. In my opinion, educational practices should help students develop into responsible, well-rounded individuals with the capability to contribute to, as well as positively impact, the world. The outcomes of our action research should help further impart the ideal of social justice to our students.

Critical self-reflection and reflective practice, according to the Brooklyn College School of Education’s website, was chosen as an ideal to “develop understanding and thinking deeply about one’s work and how one sees the world”. To me, in performing my duty as a teacher, critical self- reflection and reflective practice, means looking back on how I affect and interact with my students. Critical self- reflection is necessary to continue teaching to the best of my ability. How I see the world directly impacts what I teach my students. If I never think about how and why I am teaching, I will cease to grow as an educator. This would be a disservice to my students.

In our research course, critical self-reflection and reflective practice directly aligns with the course objective that states the teacher-researcher will “reflect on his/her own practice and examine implications for future work”. By conducting our action research projects, we can gather results that will affect our work as educators. We can reflect on our own practice by using what we learn from our action research projects. We should hope that our findings will improve future work in our field.

The conceptual framework ideals of the School of Education at Brooklyn College directly pertain to our roles as pedagogues. By practicing the ideals of diversity, collaboration, social justice, and critical self-reflection and reflective practice, students in our program will graduate as highly qualified educators. These ideals align with our action research course objectives, of which the ultimate goal is to improve our educational practices.

References

1. Gallagher, W. (2010, December). Brooklyn College School of Education Conceptual Framework Ideals. Retrieved from: <http://schooled.brooklyn.cuny.edu/IR-CF.htm>
2. O-Connor- Petruso, S. (2012, August). Seminar in Applied Theory and Research 1 Course Syllabus [Word document] Retrieved from: <http://bbhosted.cuny.edu/webapps/portal>